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ABSTRACT

The goal of this ninth grade elective social studies course is to acquaint students with the U.S. criminal and civil legal systems. This curriculum guide presents the course content in outline form according to the general topics of: (1) the history of U.S. law; (2) Constitutional law; and (3) civil law. Two suggested textbooks are listed, and course objectives are included for each general topic. Fifteen specific lessons are provided, along with suggested discussion topics and individual or class activities. References to selected textbook pages are provided for each lesson. (JHP)

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YOUTH AND THE LAW #4012

NINTH GRADE
ELECTIVE SEMESTER
SOCIAL STUDIES CURRICULUM

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August, 1983

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PREFACE

This curriculum guide presents the framework for the basic courses within this academic discipline. Provided are enrollment guidelines to assist pupils, teachers, and support staff in developing student programs: course descriptions, performance expectations, and skills to be acquired within a course unit. The content of this guide provides minimum standards required for this course and that it is the responsibility of the teacher to provide the students of the particular class with texts, instructional resources, experiences etc., necessary to meet the individual needs of students.

The curriculum/staff development personnel, principals, program specialists and coordinating teachers are ready to assist any teacher with questions, concerns or problems in implementing this course.

As this curriculum guide outline is used in the classroom, teachers are asked to keep a record of changes that need to be made in order to improve the guide. These comments and/or suggestions should be forwarded to the area program specialist, school coordinating teacher, appropriate curriculum specialist, grade level or subject area chairperson.

YOUTH AND THE LAW #4012

TABLE OF CONTENTS

	Page
Course Objective	1
A Word to the Teacher	1
Materials	1
Topical Outline	2
Objectives with Suggestions	3

YOUTH AND THE LAW #4012

GRADE NINE ELECTIVE: SEMESTER

OBJECTIVE:

The goal of the elective Youth and the Law is to acquaint adolescents with the criminal and civil legal systems of the United States as it applies to the individual student. This is primarily a "learn by experiencing" process. The course promotes practical information and deeper understanding through student involvement from which future application may be derived.

This guide is divided into a topical outline and objectives with suggestions.

A WORD TO THE TEACHER:

As this elective intensifies the depth of material presented in the ninth grade required course, it is imperative that the teacher maintain a student desire for the detailed study. This course is based on active involvement by student and teacher alike.

Presentation of material should include use of the text, Our Legal Heritage, community resource persons such as local attorneys, politicians, law enforcement personnel, newspersons and school administrators, and any written material available to students. This written material includes newspapers, magazines, federal/state/local governmental publications, and the telephone. Many more exist but the teacher will have to search them out for class use. Facilities at your disposal include all governmental offices and departments in the community. Opportunities for field trips are plentiful in terms of places to visit and could be an integral part of the class experience.

The teacher's role is to introduce and explain content and coordinate all resources available for the preparation and presentation of numerous class activities. Active involvement is the crucial element in this course and consequently the teacher must make himself creative and adaptable to changing situations within the classroom.

MATERIALS:

1. Our Legal Heritage. Adopted textbook. Silver Burdett Company
2. Street Law: A Course in Practical Law. Supplementary textbook. West Publishing Company.

YOUTH AND THE LAW #4012

TOPICAL OUTLINE

I. History of United States Law
- A. The Origin of Law
- B. Laws and Customs of England
  1. Reforms of Norman Conquerers
  2. Reorganization of Courts
  3. Common Law Established
- C. Establishment of Law in America
  1. Legal Developments in Early Virginia
  2. Development of Law in New England Colonies
  3. Americanization of English Law
- D. From Confederation to Constitution

II. Constitutional Law
- A. General Summary of the United States Constitution
- B. The Bill of Rights
  1. First Amendment
  2. Second Amendment
  3. Fourth Amendment
  4. Fifth Amendment
  5. Sixth Amendment
  6. Eighth Amendment
- C. Criminal Procedures
  1. Arrest, Arraignment, and Indictment
  2. Rights of the Accused
  3. Criminal Trial
  4. Corrections
- D. Additional Legal Rights and Responsibilities
  1. 14th Amendment
  2. 15th Amendment
  3. 16th Amendment
  4. 19th Amendment
  5. 26th Amendment

III. Civil Law
- A. Torts
  1. Definition
  2. Intentional Aggression
     a. Assault/Battery
     b. Emotional Distress
     c. Trespass
     d. Defense of Property and Self
  3. Negligence
  4. Strict Liability
  5. Other Torts
     a. Nuisance
     b. Libel and Slander
- B. Property
  1. Personal Property
  2. Real Property
  3. Eminent Domain
  4. Rent
- C. Contracts and Consumer Law
- D. Family and Juvenile Law
  1. Marriage
  2. Wills
  3. Juvenile Protection
- E. Civil Procedure

YOUTH AND THE LAW

OBJECTIVE:

The student will gain an understanding of the origins and development of legal systems, especially that which emerged in the United States.

I. History of United States Law
   A. The Origin of Law
   B. Laws and Customs of England
   C. Establishment of Law in America
   D. From Confederation to Constitution

Content	Suggestions
The Origin of Law (pp. 13-16)	1. Compare the Code of Hammurabi to the present day laws of Saudi Arabia and other Middle East nations. 2. Have students in small groups prepare lists of crimes and accompanying punishments without benefit of resources, etc. Compare group lists and have other groups critique each list as it is presented. Student morals and values and an idea of justice should be of concern.
Laws and Customs of England and Establishment of Law in America (pp. 16-51)	1. Research laws and regulations concerning slaves, indentured servants and owners of servants and slaves during the colonial and ante-Bellum periods. Request a guest speaker to discuss this topic. 2. Have several small groups of students present to the class orally and through role playing various penalties prescribed by the laws of England from the time of Norman Conquest to the early 1600's. 3. Students should break up into groups of four or five students each. The teacher will have selected a region of the world or country for each group in which they would build a colony. Time periods may also be included. Examples might include the Amazon Jungle, uninhabited backwoods of Canada, or burned-out area of an American inner city. Teachers may add other limits or conditions on each groups as desired. Groups are to deal with the environment and group members and establish a working governing and legal system. All groups will analyze and evaluate each presentation. 4. Students can build various means or methods of punishment used in the early colonies such as stocks, dunking stools, hanging nooses, whips, means of ridicule, stockade, etc. while others print out specific penalties given in certain colonies, for specific crimes. Branding should be included as well. Compare with today. 5. Investigate the role of the church in legal affairs in colonial America.

OBJECTIVE:

The student will be made aware of the rights and privileges granted the individual in the Constitution, criminal process as it operates in the United States as based on the Constitution and his responsibilities under the law of the land.

II. Constitutional Law
- A. General Summary of the United States Constitution
- B. The Bill of Rights
- C. Criminal Procedures
- D. Additional Legal Rights and Responsibilities

Content	Suggestions
General Summary of the United States Constitution (pp. 59-73)	1. Have several students present to the class information concerning the following: Elastic Clause: Art. 1, Sec. 8, Par. 18; Commerce: Art. 1, Sec. 8, Par. 3; Full Faith and Credit: Art. 4, Sec. 1; and Immunities and Privileges: Art 4, Sec. 2. Two students per presentation should suffice. Include a description of the topic, posters visually identifying the topic, legal aspects and a court case concerning each. 2. Students not involved in project #1 above can each research and present to class a brief summary of each of the amendments to the Constitution identifying its contents, reason for inclusion in the Constitution and a brief survey of its legal implications. A person should be designated as "recorder" to list on poster board for class display each amendment and identification of it.
The Bill of Rights (pp. 74-121) The First Amendment	1. Class Discussion: Religion; a. A religious organization in Tennessee was taken to court to prevent its members from handling poisonous snakes as part of its religious services. (1980) --What motivated the government's actions? --Should the government intervene? --What responsibilities should the government have in protecting small children of such religious activities? b. A relitious group in Florida was formed in the late 1970's and used the smoking of marijuana as a religious ceremony. Use of marijuana is illegal in Florida. --What action, if any, should the government take? 2. Trace the development of the Morman Religion from New York to Utah in terms of society's intolerance of "freedom of religion." 3. Have several students research and role play the events leading to the arrest and trial in the case of Peter Schenk vs the United States (1919). Class discussion should follow. Upon hearing the discussion students should vote by secret ballot as to which side of the case was correct. Tally results comparing this to the Supreme Court decision and vote.

4. Compare the Irving Feiner Case (1951) to the Dick Gregory Case (1969). Consider actions leading to arrest and trial and issues, your role as a judge or policeman.

5. Conduct a poll of the public concerning the issue of "limitations on freedom of speech: should any exist?" Evaluate results with class discussion and/or debate.

6. Take an opinion poll of adults and one of students comparing results: From a series of examples, persons polled should state an opinion of legal or illegal. Examples:
   a. publishing plans for producing a homemade nuclear device (Wisconsin)
   b. publish leaked government secrets
   c. wearing of U.S. flag on seat of pants
   d. burning the American flag or draft cards
   e. the existance of and right to join the American Communist Party, the American Nazi Party and the Ku Klux Klan
   f. publicly advocate the overthrow of the U.S. government
   g. openly state a desire for Communism in America
   h. openly make racist comments

   In conducting the opinion poll, sex, age, race, and educational level should be obtained from each person questioned. Tally results. (Maybe the school computer could be used if access to one is possible).

7. Research and examine the situation of the American Nazi Party's intended march through the Jewish dominate areas of Skokie, Illinois.

8. Ask your school principal to discuss with the class "dress regulations: past and present" in its relation to freedom of speech and expression.

9. Request the local School Resource Officer to show the film "The Riot Makers." Search for thoughts, beliefs of demonstrators, the issues involved by both sides, the aspect of violent/non-violent assembly, responsibility given to whom for the violence, and the idea of a "higher law" or morality over law. Discuss with the resource officer.

10. Ask your principal to explain the Family Educational Rights and Privacy Act, 1974.

11. Ask the local police department or an attorney to explain the city ordinance concerning obscenity. Discuss the legal issues involved under the First Amendment and the moral issues which attack it.

Second Amendment

1. Examine the colonial and early National defense posture and compare it to the modern defense structure of the United States with the regulars, reserves and guard units. Validate or invalidate the "strict contruction" of the Second Amendment.

Content	Suggestions
Second Amendment continued	2. Have the School Resource Officer or other person within the law enforcement or record keeping areas to present statistics and information concerning crime rate (violent), obtaining firearms, and physical damages caused by firearms. 3. In small groups students should discuss the limitations, if any, which should be placed on obtaining firearms, the quantities a person may have, the types which can be purchased.
Fourth Amendment	1. Role play specific examples of search and seizure. Examples could include: a. items in plain view (auto) Harris v. the U.S., 1947 1) a handgun 2) drugs or stolen property b. search of vehicles-Carrol vs. U.S., 1925 1) gun in glove compartment 2) "probable cause" 3) "stop and frisk" c. entrance into home Using the VCR and camera to record each demonstration and located outside if possible, students could tape the wrong way and then the correct way with students guessing between demonstrations the illegal or legal acts of the police. Use of the School Resource Officer would be very helpful. 2. In October, 1970 a police raid on suspected illegal liquor dealings was made only to find that the house in question was engaged in illegal gambling. The result of the raid was one officer killed and one wounded severely. Research the case, the warrant, the determination of the court in regards to the police operation. 3. Determine what the policy is at your school concerning search and seizure on school grounds.
Fifth Amendment	1. Patty Hearst was alledgedly abducted from her apartment by members of the Siambanese Liberation Army and held against her will. According to her, she was brainwashed and forced to participate in various criminal acts. In her eventual trial she was repeatedly questioned but constantly refused to answer, using the Fifth Amendment as her right. Research the case of Patty Hearst and her defense as led by F. Lee Bailey. Consider the number of questions she avoided, reaction and opinions to this as given by the press and question the validity of such a right when there is weighty evidence in existance. 2. Find out the limits of the "self-incrimination" section of the amendment such as its application to those persons of the defendant's immediate family, or others.

Fifth Amendment con'd

4. Students should examine school policy to determine their rights under the Fifth Amendment in terms of "due process under the law." Lists should be compiled indicating those areas in which students are treated as any other citizen, where students are not granted certain consideration under the "due process" arena, and items or examples where the record is not clear. Then discussion should center on the idea that students should or should not be treated the same as other citizens equally.

Sixth Amendment

1. Without prior knowledge of the students, have a policeman other than the school resource officer enter class and "arrest" the teacher -
   a. a search should be completed without warrant or principal present
   b. on-the-spot questioning should occur
   c. failure to read the rights of accused
   d. general police harrassment
   e. teacher should state that he/she cannot afford a lawyer, to which the policeman responds in a negative manner

   Upon leaving the class the teacher should inform students to read about the Sixth Amendment since the students will be her/his witnesses. Re-enter class minutes later with the policeman to conduct a classroom discussion concerning the process of arrest.

2. As a follow-up to the preceeding activity, have students re-enact each of the following "precedent setting" cases:
   a. Gideon vs. Wainwright (1963)
   b. Escobedo vs. Illinois (1964)
   c. Estes vs. Texas (1965)
   d. Miranda vs. Arizona (1966)

   Re-enactment would include the crime which was committed, the arrest and trial, and any peculiar proceedings and a summary of importance. These presentations may be performed live, as a slide show, or on video tape.

3. As the Sixth Amendment guarantees the right to a speedy trial, have students contact spokesmen for the court system in the community or have court personnel speak to the class concerning the number of cases annually heard as compared to the number of cases which are waiting to be heard. Discuss the problems of "speedy trials."

4. List the requirements for participating on a jury and explore the jury selection process. Find out a time when jury selections are being made and attend such a selection.

Eighth Amendment

1. Investigate local businesses which supply bail money to those in jail awaiting trial. Use the telephone directory to aid your investigation. Make calls to these places and ask a predetermined series of questions developed by your class.
2. Contact legal authorities and determine the process under which the bail privilege is practiced, which crimes do not permit the posting of bail? How is the amount of bail determined?
3. Debate the use of capital punishment: reasonable and fair vs cruel and immoral.
4. Research the nation's prisons in terms of inmates on "death row," various state laws concerning capital punishment, especially that of North Carolina; and the methods employed by various states to execute prisoners. Investigation could also center on court battles in recent years concerning prisoners who wished to be executed rather than remaining on death row and the activities of the press and the public on these issues.
5. In 1980 the Supreme Court held in a 5-4 decision that the Habitual Offenders Statue did not violate the Eighth Amendment. Find out what this statute is and propose hypothetical situations for class deliberation.

Criminal Procedures (pp. 236-265)

1. Arrange for police to demonstrate procedures such as frisking for weapons, fingerprinting and photographing suspects, searching for and gathering evidence and the use of the crime lab for gathering evidence in cases.
2. Arrange with the police to sit in on a line-up. Have an officer describe what is happening.
3. Take a field trip to criminal court. Students may be able to see an arraignment, a trial, or sentencing. If possible, ask the judge to speak to the students on what they have witnessed.
4. Make a wall poster demonstrating the rights of the accused similar to that shown on page 119 of the textbook.
5. Hold a mock criminal trial.
6. Find out what programs or organizations exist in your community which assist victims of crime such as a Rape Crisis Center. Have speakers visit the class. Compile a list of these organizations and the services they perform, including addresses and telephone numbers. Type this list neatly, print it using the aid of the Teacher Learning Center and the Instructional Design Center and then distribute to students throughout the school for future reference if need dictates.
7. Break the class into groups-each investigation a means of correction such as retribution, deterrence, rehabilitation and incapacitation. Each group should propose arguments favorable to its assignment and offer suggestions for the success of its program or method.

Criminal Procedures continued -	8. Determine the reasons for parole and probation. Request the presence of a parole officer to speak to the class pertaining to his job function and administering his responsibilities.
	9. Many states are investigating the value of "community approach" to corrections. Such facilities and programs include "half-way houses," work-release and study release program, Think Smart, and home visitation rights. Investigate the use of such programs in Charlotte and obtain opinions from persons directly related to the programs as to the success or failure or both of such means.
	10. Detail the difference between delinquents and status offenders. Using statistics for the school system at large, chart the numbers for each category over a five year period and evaluate findings.
Additional Legal Rights and Responsibilities	1. Using the 14th, 15th, 16th, 19th and 26th amendments to the Constitution, list actions related to each which could be construed as criminal acts. Indicate potential penalties or existing methods to prevent such possible crimes.
	2. Define the "due process" clause of the 14th Amendment and give examples and explaining it.
	3. Research recent court actions in N.C. in regards to the 14th Amendment and 13th Amendment concerning slave conditions among migrant workers.
	4. Often, loopholes in amendments allow technically criminal acts to continue unaltered. Discuss the Jim Crowe Laws, poll taxes, grandfather clauses, literacy tests and the policies which corrected these acts.

OBJECTIVE:

The student will become aware of his rights, responsibilities and privileges in society as granted through the process of civil law and will know various types of civil law and procedure.

III. Civil Law
- A. Torts
- B. Property
- C. Contracts
- D. Family and Juvenile Law
- E. Civil Procedure

Content	Suggestions
Torts (Chapter 4, pp. 123-159)	1. Have students role play each type of intentional tort. They should prepare a basic play for performing, practice it and present it to class. These students would be responsible for explaining each element of the story after its completion and definitely understand the type of tort.

Torts continued

2. Using state and federal statutes found in the public library have each student research a case of negligence or without tort. Reflected should be the case of the plantiff, arguments and defense proposed, court decision and award, if any, was granted. No two should be the same.

3. Attend a civil case concerning a tort.

4. Students should question parents and friends of parents or other adults as to whether or not he/she has been involved in such a civil case or situation. Assess the reasons, the roll of the adult, his course of action and the process of resolving the situation. A survey should be made of the class findings to determine the percentage which were solved in court action and those that were not should be discussed so that students will know alternative methods.

5. With the prior understanding and aid of administration and other teachers near you, create a nuisance so that another teacher or two will come to your class complaining of the noise/disturbance. Use this as an example to introduce the reasons for a city noise ordinance. Examine that ordinance as it applies to Charlotte in such areas as rock concerts and neighborhood noise.

6. Have the School Resource Officer discuss various examples of nuisance followed by students suggestions with the officers conformation or rejection as nuisance.

7. Read the newspaper carefully over a period of several days. Look for quoted statements which may be construed as libel or slander.

8. Determine the correlation, if any, of the city leash law for dogs to the concept of strict liability.

9. Ask an attorney to discuss with your class the concept of negligence including "assumption of risk" and "contributory negligence".

10. Have students create their own case involving negligence as the issue. Thoroughly explain all sides of the issue. Request an attorney to examine the case for accuracy and then present it to a civil judge, if one accepts, for his estimated decision if this happened to be real. Proper assurance must be given, preferably in writing, that this is a fictitious case and that only an estimated decision is desired.

11. Class discussion: In the late 1950's and early 1960's many Americans built bomb shelters in fear of Societ nuclear strike. A moral and legal dilemma arose concerning trespassing. In the event of a false alarm indicating a coming strike, neighbors forcibly gain entrance into a family's personal bomb shelter. In this situation of a false alarm, should the act of trespass be considered illegal?

Property (Chapter 5, pp. 161-181)	1. Obtain a copy of the zoning laws for Charlotte and map locations accordingly. Examine the zoning restrictions for your particular area. Construct arguments for and against such restrictions. 2. Investigate the current laws regulating trademarks, copyrights and patents. List the process used in gaining such items and the longevity of each and penalties for breaking the regulations. 3. Visit the Office of Deeds and track property on which you live through its history as evidenced in deeds available. 4. Make a chart using answers derived from the class showing examples of real property and personal property. 5. Examine the reasons for, the valuation of and arguments involving property taxes. 6. Read the Fifth Amendment to the Constitution in search of the right of eminent domain. Students should determine what is meant by the expression "just compensation." Students should search out examples of this process throughout the county and argue its strengths and weaknesses, its favorable and negative aspects. Also, government projects such as urban renewal should be considered. 7. Visit the local office of the U.S. Department of Housing and Urban Development. Learn its role in the community and its involvement in housing discrimination cases. 8. Students can interview those who conduct title searches to compare costs and determine procedures and purposes. 9. Have a guest speaker from a Landlord and/or Tenant Organization speak to the class on the issue of rent control. 10. Students should bring to class and examine locally used leases. Compare and contrast those brought to class. This should include discussion of breaking a lease by either the tenant or landlord.
Contract and Consumer Law (Chapter 6, pp. 183-199)	1. Prepare a list of things to consider prior to signing a contract or making an oral contract. 2. Evaluate "express" and "implied" warranties and have students find examples of each. 3. Determine the elements of contract agreement and have students, using actual contracts, identify these various parts or elements. 4. Have each student bring to class a copy of a contract, not filled in, from a local business. The teacher may obtain enough copies from several local businessmen. Compare the contracts that students may be subject to seeing in the future.

Contract and Consumer Law
(Chapter 6, pp. 183-199)

5. Find out the role of collection agencies and the legal aspects governing their conduct and privileges.
6. Obtain copies of magazines such as Consumer Reports for the class to read. Each student should rate a given product(s) as found in the magazine and then compare this finding with current advertising in the newspapers on the same product. Determine if there is an act of faulty or misleading advertising by the manufacturer or dealer.
7. Contact the Better Business Bureau and the local Chamber of Commerce to discover the laws regulating advertising.
8. Determine the responsibilities of each of the following agencies:
   a. Federal Food and Drug Administration
   b. Consumer Product Safety Commission
   c. Occupational Safety and Health Administration
   d. Civil Aeronautics Board
   e. Interstate Commerce Commission
   f. National Transportation Safety Board
   g. Federal Trade Commission
   h. Office of Consumer Affairs
   i. Public Health Department
   j. Public Utilities Commission
9. Perform the mock trial Phillips vs. The Radio Shop found in the book Street Law, pp. 116-117.
10. Available from Changing Times Education, EMC Corporation, 180 East Sixth St., St. Paul Minnesota, 55101, is a simulation game which will involve all of your students for one or two class periods. It is called Consumer Redress in which teams of students resolve a variety of grievances by using public and private agencies and the courts.

Family and Juvenile Law
(Chapter 7, pp. 201-217)

1. Contact the proper authorities in Mecklenburg Cty. Find out the legal requirements for getting married in this county. Chart them for class display.
2. By contacting proper authorities, determine the proper course to be followed in preparing a will. Chart your findings for a classroom display.
3. Have students prepare their own individual will to gain practical experience in understanding form and terminology.
4. Research the debate over the Howard Hughes Will. What are the problems involved in determining authenticity and list distribution of property to date.
5. Have students find out if their parents have a will. If so, students should ask their parents to discuss it with them concerning the process they followed in drawing it up. If not, pursue the matter in finding out why they have not drawn one up and the consequences of one or both parents dying without a will - financial consequences and those dealing with surviving children.

Family and Juvenile Law
continued -

6. Determine the problems and agencies which aid persons involved in such areas as spouse abuse, child abuse, abortion, divorce, child custory, the law and the dying and government support programs. Chart statistics of current trends and developments. Compare the findings with various periods in America's past. Each of the above mentioned topics should be given to small groups whose responsibility it would be to determine the law governing such actions, provide examples of cases, social values and the statistics requested. Oral and visual class presentations should emerge.

7. Movies such as "Whose Life Is It, Anyway?" and widely debated situations such as the Karen Ann Quinlin Affair have prompted considerable debate concerning the individual's right to die or the right of families not to continue life support systems on family members in certain situations. Contact local physicians, hospital administrators, attorneys and legal services agencies to obtain information concerning legal responsibilities and issues involved and opinions of those involved.

8. Prepare a list of government benefits which may be obtained by families. Determine requirements placed on families and conditions which permit such benefits, and departments/agencies to contact.

9. Request the presence of a divorce lawyer or judge to speak to the students about the "Bill of Rights for Children in Divorce Cases".

10. Visit a session of Family Court. Permission should be obtained from the court prior to any such visit.

11. Small group activities can evolve around controversial topics such as rights of unmarried persons living together, abortion, welfare, adoption records be opened or closed to adoptees, family decision-making roles and child custody in divorce cases.

12. Prepare a booklet for school wide distribution covering names, addresses, phone numbers and services rendered by the various agencies suggested in this unit. This would be an "Emergency Directory" for the students.

13. Perform the mock trial offered in the book Street Law concerning Anderson vs. Anderson.

14. Obtain copies of birth, marriage and death certificates, study the form used and the need for each.

15. Discuss the responsibilities of both partners, legal and moral, in a marriage

Civil Procedure
(Chapter 8, pp. 220-236)

1. Prepare a chart which shows the part played in a civil trial by each of the following:
   a. complaint
   b. summons
   c. subpoena
   d. plantiff
   e. defendant
   f. attorney
   g. jury
   h. judge

   Indentify the task or role of each of the above. Actual pictures may enhance the visual effect.

2. Divide the class into two or three groups. Each group will create a civil suit in which a script is prepared which strictly follows civil procedures as evidenced in the text. Each group will have all of the elements or parts listed in #1 above. Each case should be performed with the audience acting as the jury and evaluator-determine the winner of the specific case and rate the group performance on a predetermined scale.

3. Contact the Legal Aid Society. Request a speaker and any free brochures available for class distribution.

4. Attend a civil trial observing procedure(s) followed. Compare/contrast with the methods or process indicated by the text.

5. In cases with monetary awards granted, explain the process used to collect said money from persons who normally are unable to pay a high award.

6. Build a model of a court room labeling where each party is located in the room and explain the significance of other symbols present.